**Lesson Plans for Mrs. Hanlon’s Class**

**Monday April 16, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Health**

**Learning Abut Diseases**

## **Objective:** Students will identify two diseases and some prevention techniques.

**Materials:** Student textbook pages 190-193

* Teacher Manual p. 190-193
* Quick Study Workbook pages

**Procedure:**

**Lesson 1: Violence in our World**

1. Anticipatory Set: Review the cause and effect of events. Discuss why in the real world it’s important to identify the cause and effect.
2. Read lesson starting on page 190
3. Discuss pages & questions on page 193
4. Have students’ complete ‘Quick Study’ pages for Lesson 1.

**Assessment:** Quick Study and teacher observations

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:00 ENGLISH**

**Day 1: Adverbs**

**Objective:**  For students to identify adverbs and the verbs they describe.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** place the verb in the middle of a web on the chalkboard. Write as many words that describe how someone does that. (walk, run, sleep, etc.)

**2.** Go over pages 246-247 as a whole class.

3. Complete page Worksheet page 1.

**Assessment:** Worksheet 1

**Homework:** Worksheet 1

**10:00-10:30 Spelling**

**Objective:** Students will be able to increase their spelling skills by identifying words where you change the final y to i.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails

**Activities:**

1. **Anticipatory Set:** Use page 569E-569F in teacher’s manual to have students find the long vowel sound. Have students write their own words and have it checked by the class.
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages 159-161 in their workbook.
4. Cut out their spelling list on put it in the take-home folder.

**Assessment:** Teacher observations and completion of independent work

**Assignment:** Complete workbook pages

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**10:30-11:45 Reading**

**Objective:** Students will be able to show the ability to identify the elements in a story and placing them on a story map. Students will also be able to use the comprehension skill of story structure to strengthen their ability to summarize.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails

**Activities:**

1. **Anticipatory Set**: Use the chart in “Beans and Rice” in teacher’s manual page 547AA to introduce one of Elena’s tasks.
2. Read the “Teacher Read aloud” to students found from pages 547CC-547DD, The Darning Needle. Have students ask the class questions and teachers will also use the guiding comprehension questions.
3. Build student vocabulary by studying pages 549-550 with students. (Optional: Complete Wordbook page 153)
4. Listen to the story on CD. Story is found on pages 550-563.
5. Discuss questions on page 565 as a whole class.
6. Students will begin completing pages 154: Graphic Organizer: Story Map and page 155: Comprehension Check.

Assessment: Teacher observations and completion of independent work

Assignment: Complete workbook pages

**11:50-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to classify angles by size, and classify triangles by the size of their angles. Derive formulas for areas of parallelograms sand right triangles.

**Materials:** Geoboards and rubber bands

Use Teacher Manual pages 130-136 to guide lesson

**Activities:**

1. Use Introductory Triangles Smart board Lesson.
2. Make sure students are answer these questions:
   1. Can a triangle have more than one acute angle? *Yes, a triangle can have as many as three acute angles.*
   2. Can a triangle have more than one right angle*? No*
   3. If you put two identical right triangles together that the longest side’s touché, what figure is formed? *A rectangle or a quadrilateral*
3. Do “Alternate Approach “on page 133 with geobaords.
4. Go over class activity A-3 as a whole class.
5. Allow students time to finish A-3 Homework. (Both Sides)

**Homework:** A-3 Worksheet, One the side of the worksheet write down something at home that you would use each form of metric measurement to find its length.

**Assessment:** Teacher observations

**1:20-2:00 Science with Mrs. Radtke’s class**

**Day 1: Background Understanding**

**Objective:** Students will start building background knowledge of sinking and floating vocabulary.

**Resources:**

* Vocabulary cards
* Read “Titanic Tale” and complete the worksheet.

**Activities:**

1. Create Vocabulary cards. Draw pictures and use dictionary to create cards
2. Students will select a partner to read “Titanic Tale” with Scholastic News
3. Students will complete “A Titanic Tale” and “Titanic Timeline” worksheet.
4. Finish up science fair project sheets.

**Assignment:** Titanic Worksheet

**Assessment:** Informal assessment of vocabulary cards and worksheet.

**2:00 Recess**

**2:15-2:55 Repeat LESSONS with homeroom**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday April 17, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Health**

**Lesson 2- Pathogens and Communicable Diseases**

## **Objective:** Students will identify four kinds of pathogens that can cause communicable diseases and identify how to protect yourself from these pathogens.

**Materials:**

* Student textbook pages 194-199
* Teacher Manual p. 194-199
* Quick Study Worksheet

**Procedure:**

1. Anticipatory Set: Connect to our earlier units on bacteria, pathogens, etc. from science.
2. Read pages 194-199
3. Discuss questions on page 199
4. Complete Quick Study Lesson 2

**Assessment:** Activity book “Quick Study Lesson 2”, and teacher observations

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 English**

**Day 2: Writing with Adverbs**

**Objective:**  For students to elaborate their sentences by adding adverbs.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Have 3 students come to the front of the room and have them act-out a verb like waking. Have one walk slow, fast, and backwards. Write on the board “The student walks.” Have students use adverbs.

**2.** Go over pages 248-249 as a whole class.

3. Complete page Worksheet “Writing with Adverbs”

**Assessment:** “Writing with Adverbs”

**Homework:** “Writing with Adverbs”

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**9:30-10:00 Writing**

**Objective:** Students will work on persuasive essay presentation

**Materials:** Persuasive essay

**Activities:**

1. Students will give their speeches.

**Assessment:** Teacher observations and completed how-to paragraph

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-11:00 Computer Lab**

**Objective:** Students will complete their persuasive essays and prezi presentations on their environmental topic.

**Materials:** Personal essay drafts.

**Procedure:**

1. Allow students work time on their various computer generated projects we have going on in class. **Assessment:** Teacher observations and final projects

**Homework:** None.

**11:00-11:45 Reading**

**Objective:** Students will be able to show the ability to identify the elements in a story and placing them on a story map. Students will also be able to use the comprehension skill of story structure to strengthen their ability to summarize. Students will develop an understanding of dictionary use and review English skills.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails

**Activities:**

1. **Anticipatory Set:** “Room’s For Rent” Teacher’s manual page 547AA.
2. Review the story by discussing workbook pages 154-155. Focus on how on page 154 you are able to find the different elements of the story.
3. Discuss page 156-157 in workbook. Read page 156 with students and have them complete page 157. Use teacher’s manual page 569A-569B.
4. Take out dictionaries for every student. Show students how to find origin of words. Explain to students how to complete page 158 and 162. (Teacher’s Manual pages 569C and 569G)
5. Review this week’s study skill, “using computer files” with students using teacher’s manual page 569H.
6. Review with student’s adverbs by completing pages 163-165 as a whole class. Use teacher’s manual pages 569I-569J.

**Assessment:** Teacher observations and independent

**11:50-12:30 Lunch and Recess**

**12:30-1:30 Math**

**Day 4: Lesson 4**

**Objective:** For students to find the area of triangles.

**Materials:** Math Expressions Unit A booklet and Homework 4

Use Teacher Manual pages 138-142 to guide lesson

**Activities:**

1. Use cut squares/triangles out of construction paper to demonstrate 2 triangles make a square/rectangle.
2. Ask students to give you the formulas for the area of squares and rectangles. Ask them to brainstorm formulas for the area of a triangle.
3. Look at Page 81-86. Discuss and complete pages as a whole class.
4. Allow students to complete Homework page A-4 both sides.

**Homework:** A-4 Worksheet.

**Assessment:** Teacher observations

**1:20-2:00 Science With Mrs. Radtke’s Class.**

**Day 2: Begin Questioning**

**Objective:** For students to start questions why certain items sink or float.

**Resources:**

* Lemon/Lime Experiment
* Video
* Testing bags

**Activities:**

1. Lemon/Lime Experiment
2. Watch Bill Nye the science guys on “Buoyancy”
3. Distribute the bags for ‘testing your objects’

**Assignment:** Testing objects

**Assessment:** Informal assessment

**2:00 Recess**

**2:15-2:55 Repeat Lesson with homeroom**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday April 18, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Day 3: Comparing with Adverbs**

**Objective:**  For students to use the correct form of adverbs to compare to or more actions.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Use “Meeting Individual Needs” *Reteaching* to introduce comparing with adverbs.

2. Go over pages 250-251 as a whole class.

3. Complete page Worksheet page 2

**Assessment:** Worksheet 2

**Homework:** Worksheet 2

**Writing-Journal Writing English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-11:00 Health**

**Lesson 3- Disease and the Immune System**

## **Objective:** Student will understand how the body defends itself from disease by blocking and destroying pathogens.

**Materials:** Student textbook pages 200-205

* Teacher Manual p. 200-205
* Activity book pages “Chapter 7: Quick Study”
* Smart Board Lessons on each system

**Procedure:**

1. Anticipatory Set: Brainstorm ways our body tries to defend itself from pathogens entering the body.
2. Read pages 200-205
3. Activity book “Quick Study” for Lesson 3
4. Have students create a mini poster that promotes healthy suggestions to support the body’s ability to defend itself from pathogens.

**11:00-11:45 Reading**

**Objective:** Students will be able to show the ability to identify the elements in a story and placing them on a story map. Students will also be able to use the comprehension skill of story structure to strengthen their ability to summarize.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails

* Leveled Readers:
  + America: A Dream

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teachers will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:50-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Day 5: Lesson 5**

**Objective:** For students to select or infer the dimensions needed to find the area and perimeter of triangles and parallelogram.

**Materials:** Students workbook packets.

Use Teacher Manual pages 143-150 to guide lesson

**Activities:**

1. Open with questions:
   1. Do you need to have the height of each triangle to find the perimeter? Area?
   2. Do you need height to find the area of a parallelogram?
2. Correct yesterday’s homework. Go over any areas of concern.
3. Complete class activity pages 87, 88 89, and 90 as a whole class. Use teacher manual to guide discussion.
4. Allow students time to finish A-5 3 Homework. (Both Sides)

**Homework:** A-5 Worksheet, One the side of the worksheet write down something at home that you would use each form of metric measurement to find its length.

**Assessment:** Teacher observations

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Day 3: Testing everyday objects.**

**Objective:** Students will predict and test everyday objects and determine whether they sink or float.

**Resources:**

* Sinking and Floating booklet.

**Activities:**

1. Review what they learn from last lesson
2. Present science fair projects.
3. Distribute Sinking and Floating packet. Have students place their name and homeroom on the
4. Read “Eureka! Density!” and answer the questions as a whole class.
5. Distribute bags

**Assignment:** Testing objects

**Assessment:** Informal assessment

**2:00 Recess**

**2:15-2:55 Repeat lesson with Homeroom class.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday April 19, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will complete their persuasive essays and prezi presentations on their environmental topic.

**Materials:** Personal essay drafts.

**Procedure:**

1. Allow students work time on their various computer generated projects we have going on in class. **Assessment:** Teacher observations and final projects

**Homework:** None.

**9:15-10:00 LMC WITHOUT MRS. Dickenson**

**10:00-10:10 Teacher Read aloud and snack**

**10:10-10:30 english**

**Day 4: Adjective or Adverb?**

**Objective:**  For students to identify adverbs formed by adding –ly to an adjective.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Ask for to write a sentence on the board that describes the weather. Underline the describing word and determine whether it’s an adverb or adjective. Repeat until there is a mixture of types.

**2.** Go over pages 252-253 as a whole class.

3. Complete page Worksheet page 3.

**Assessment:** Worksheet 3

**Homework:** Worksheet 3

**10:30-11:00 Health**

**Lesson 4- When Someone Becomes Ill**

## **Objective:** Student will understand the importance of health-care professionals, and immunizations.

**Materials:** Student textbook pages 206-209

* Teacher Manual p. 206-209
* Activity book pages “Chapter 7: Quick Study”

**Procedure:**

1. Anticipatory Set: Show students a sample of an immunization record.
2. Discuss what a doctor does at a check-up and why.
3. Read pages 206-209
4. Activity book “Quick Study” for Lesson 4

**Assessment:** Quick Study and mini poster

**Homework:** Complete unfinished work from lesson.

**11:00-11:45 Reading**

**Objective:** Students will be able to show the ability to identify the elements in a story and placing them on a story map. Students will also be able to use the comprehension skill of story structure to strengthen their ability to summarize.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails

* Leveled Readers:
  + America: A Dream

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teachers will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:50-12:30 Lunch and Recess**

**12:30—1:20 Math**

**Day 6: Lesson 6**

**Objective:** For students to calculate perimeter and area using customary units of measurement.

**Materials:** Use Teacher Manual pages 130-136 to guide lesson, Students Class Activity book, and Homework Worksheet. .

**Activities:**

1. Make sure students are answer these questions:
   1. What units do you usually use to measure the length of things at home?
   2. Ask students some common conversions. Feet to inches to yards to mile etc.
2. Complete “Convert Units” page 91 in class activity book.
3. Discuss how students would find the perimeter and area of their house. Ask the question: “Are you homes perfect rectangles/squares?”
4. Complete Class Activity page 92
5. Discuss estimating length using paces. See teacher’s manual page 155-156.
6. If time: Complete the Challenge Activity in small groups and share as a whole class. (See page 157)

**Homework:** A-6 Worksheet

**Assessment:** Teacher observations

**1:20-2:00 Science with Mrs. Rad’ke's Class**

**Day 4: Testing everyday objects.**

**Objective:** Students will predict and test everyday objects and determine whether they sink or float.

**Resources:**

Sinking and Floating booklet

**Activities:**

1. Present Projects
2. Have them list the objects they need to test in the ‘object’ column and make a prediction about whether they will float or sink.
3. Have students weigh the mass of each object.
4. In groups of 3-4 have student grab a container to test and record their results.
5. Students should write a conclusion about why they thought certain objects sink vs. float. Were there any objects that surprised you?

**Assignment:** Testing objects

**Assessment:** Informal assessment

**2:00 Recess**

**2:20-2:55 Repeat Science Lesson with Homeroom.**

**2:40 BOB Check off**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Friday April 20, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Music**

**9:00-9:30 Gym**

**9:30-10:00 Spelling: Play Sparkle, Take Test and Play Spello**

**10:00-10:30 English**

**Day 5: Negatives**

**Objective:**  For students to use negatives correctly

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Complete the one-minute warm-up.

**2.** Go over pages 254-255 as a whole class.

3. Complete page Worksheet page 4.

**Assessment:** Worksheet 4

**Homework:** Worksheet 4

**Lesson 5- Noncommunicable Disease**

**10:30-11:00 Health**

## **Objective:** Student will identify the causes and symptoms of noncommunicable diseases.

**Materials:** Student textbook pages 212-218

* Teacher Manual p. 212-218
* Activity book pages “Chapter 7: Quick Study”

**Procedure:**

1. Anticipatory Set: Create a list of disease students believe that you can/can’t contract from another individual.
2. Read pages 212-218 and discuss.
3. Activity book “Quick Study” for Lesson 5

**Assessment:** Quick Study

**Homework:** Complete unfinished work from lesson.

**11:00 Reading**

**Objective:** Students will be able to show the ability to identify the elements in a story and placing them on a story map. Students will also be able to use the comprehension skill of story structure to strengthen their ability to summarize.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails, Week 3 Skills Test

* Leveled Readers:
  + America: A Dream
  + Revolution!
  + Gunpowder and Tea!

**Activities:**

1. **Anticipatory Set:** Have students shared their “Schedule Elena’s Day” from page 547BB in teacher’s manual from yesterday.
2. Meet with any other groups that are needed. Students that are not meeting in the small group can either choose another reader or work on the challenge activity.
3. Allow for students to take the Week 2 Weekly Skills Test

**Assessment:** Weekly Skills Test

**Assignment:** Independent Reading

**11:00 Lunch & Recess**

**12:30-1:20 Math**

**Objective:** Assess student understanding of perimeter and area.

**Materials:** Unit A test. .

**Activities:**

1. Ask for any questions and review student understanding of perimeter and area.
2. Allow students to take the Unit A Test.

**Homework:** A-6 Worksheet

**Assessment:** Teacher observations

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Day 5: Making a Sinker**

**Objective:** Students will conduct a lab to understand the shape of objects plays a factor in floating/sinking.

**Resources:**

* Sinking/Floating booklet.

**Activities:**

1. Present Projects
2. Break students into groups.
3. Give each group a piece of clay.
4. Complete the “How Does Your Boat Float” Lab 1
5. Students should write a lab report

**Assignment:** Lab write-up

**Assessment:** Lab write-up

**11:30 END of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.